NGP Hot Topic

Student Voice Update:

The third edition of the Student Voice Implementation Guide and the Administrator How-To Guide have been posted to the Student Voice website. Inside, you'll find new information on the Student Voice Survey questions for other professionals and specific Infinite Campus technical guidance.

At this time, the Student Voice Survey within Infinite Campus is ready to be configured. Districts may schedule windows, employ Automated Assignment and assign survey generation start date(s).

For more information, please contact Joyce Richards, 502-564-1479, ext. 4532, joyce.richards@education.ky.gov

Student Voice Quick Links:	Sample Resources for use with Student Voice: Created by Teacher Leaders on Special Assignment (TLSA)	
• 3rd Edition of the Student Voice Implementation Guide • The Administrator How-To Guide • Instructions on Automatic and Manual Assignments • Instructions for Scheduling a Survey Window • The Student Voice webpage	**Elementary School**	Student Voice elementary sample lesson plan Student Voice rubric for lesson
	Middle/High School	Student Voice middle/high sample lesson plan 1 Student Voice middle/high sample lesson plan 2 Student Voice review activity

Coach's Corner

Tips for the new calendar year:

- Refer to the district Certified Evaluation Plan regarding mid-year reviews

- Refer to the district Certified Evaluation Plan regarding Student Voice implementation

- Run the Median Student Growth Summary Report in Infinite Campus to determine school level attribution of Median Student Growth Percentiles (MSGP) to educators

Mid-Year Review

How can principals accomplish the vital task of conducting mid-year reviews of progress for sustainable improvement in a way that does not add a layer of individual conferencing to already full schedules? Below is a table that offers some suggestions and removes misconceptions about what mid-year conferencing entails.

Misconception	Reality
Mid-year reviews are **required** by KDE.	Mid-year reviews are a common practice, recommended by KDE. • The mid-year review conference is an opportunity to reflect on teaching practice and progress toward the Student Growth Goal (SGG) and Professional Growth Plan (PGP). • The purpose of the mid-year review is to review data and provide support for successful attainment of educator goals. • The process of a mid-year review may be enhanced by using a research-based cycle of continuous improvement such as Plan, Do, Study, Act (PDSA).
Mid-year reviews **must** be conducted as one-on-one conferences between a teacher and an administrator.	Determining who should be involved in the mid-year review conference is based upon what is best for the individual situation. For example, mid-year review for SGGs and/or PGPs may take place in: • group settings, such as a professional learning community • teacher teams with an administrator present • one-on-one conferences with a teacher and administrator If the development of the goals was initially vetted using a group structure, then using that same group setting might be especially effective.
Mid-year reviews **may not** be conducted during other conferences that take place at mid-year.	Mid-year reviews may take place in one-to-one settings as part of a pre- or post-observation conference occurring at a midpoint of the year.
Administrators and teachers **must** discuss a mandated set of "correct" questions during the mid-year review.	• Guiding discussion questions used during the mid-year review may be selected by the administrator. KDE has provided an optional list of **sample** questions for consideration (see sample questions below). • Conference questions **may** be provided to teachers in advance in order to enrich the conversations with prior reflection suitable for group or one-to-one settings. • Principals **may** create questions or statement stems that best fit the school's context/processes/procedures/structures.

Sample Questions for Mid-Year Review

(Evidence should be provided when responding to the questions)

1. How has your Professional Growth Goal, as well as the strategies identified to reach the goal, caused you to change your professional practice?
2. How has this change impacted students?
3. In what areas do you need additional support?
4. What professional practices and decisions in your work have had the most influence on your ability to support your students to achieve growth?
5. How are students meeting or showing progress toward the growth and proficiency targets?
6. What patterns do you see in special populations of students?
7. How do the activities, materials and resources in the student growth plan align to the needs of the students, now that you have the new data?
8. What support do you need in order to successfully meet your Student Growth Goal and Professional Growth Goal?
9. What are your next steps?

Update from the Kentucky Teacher Internship Program (KTIP)

The Kentucky Teacher Internship Program (KTIP) is one of the longest running state internship programs in the country. The KTIP approach is grounded in a developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation and reflective practice.

KTIP was created in 1985 and is in both state statute and administrative regulation. It has undergone multiple revisions over the years to stay relevant and effective as a support and mentoring program. The most recent revision was made last year to align KTIP with the Professional Growth and Effectiveness System (PGES). The Education Professional Standards Board (EPSB) worked with groups of partners from schools and districts, higher education, other state education agencies and the Kentucky Advisory Council for Internships to improve and streamline KTIP procedures and instruments. The new program was piloted in 21 districts during the 2014-15 school year, and feedback was collected to clarify the process. In 2015-16, all districts are using the revised KTIP with their intern teachers.

A requirement for initial certification, KTIP involves a focused collection of evidence, provided by the intern teacher, which clearly demonstrates his/her performance on a set of standards. Those standards include the Kentucky Teacher Standards, as well as the Kentucky Framework for Teaching.

The KTIP evidence collection process is organized around the three cycles of the internship year. During the first two cycles, the committee (resource teacher, principal and teacher educator) formatively evaluates the intern's performance and provides feedback to reinforce strengths and address selected areas for professional growth. While formative assessments and feedback occur before the third cycle, it is during the third cycle that the intern's performance on each of the components of the Kentucky Framework for Teaching is summatively evaluated to determine if the intern will be recommended for certification.

To be recommended for certification at the end of the third cycle, the KTIP committee must come to a consensus on performance by rating each framework component as "Developing" or higher. (The four levels include: Exemplary, Accomplished, Developing and Ineffective). If a consensus cannot be reached, the committee uses majority rule. In the KTIP process, there are nine Sources of Evidence that are specifically designed to provide the intern with the opportunity to demonstrate performance of the 22 framework components. The Sources of Evidence are the same as those in PGES, with detailed guidance and timelines provided for the intern.

The recent KTIP revision allows the use of similar assessment measures and evidence so a candidate in a teacher preparation program will learn about the multiple measures and the framework, then put them to use in his/her internship year and subsequent teaching career. Performance assessment data can be used to improve teacher preparation programs and strengthen the classroom teacher's impact on student learning. This consistent trajectory of teacher growth expectations and effectiveness measures will focus all stakeholders on how we in Kentucky prepare and sustain a highly effective teaching force.

Upcoming webcasts

PGES Webcast – **Thursday, January 28 at 9:30 a.m. ET**.

To watch the above webcast live please use the following link: http://mediaportal.education.ky.gov/watch-live/.